

**Performance Level Descriptors**  
**Civics**  
**Grade 2**

<b>Content Standard 1.0</b>	<b>Rules, Law, and Government:</b> <i>Students know why society needs rules, laws, and governments.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Identify a variety of rules, laws, and authorities that keep people safe and property secure.</li><li>• Contribute pertinent information in the class decision-making process.</li></ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"><li>• Name classroom and school rules and identify why they are necessary.</li><li>• Contribute to the class decision-making process.</li></ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Name classroom and school rules.</li><li>• Participate occasionally in the class decision-making process.</li></ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"><li>• Name with inconsistency classroom and school rules.</li><li>• Does not participate in the class decision-making process.</li></ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 3**

<b>Content Standard 1.0:</b>	<b>Rules, Law, and Government:</b> <i>Students know why society needs rules, laws, and governments.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify and explain how rules, laws, and authorities keep people safe and property secure.</li> <li>Give examples showing that democracy involves voting, majority rule, and setting rules.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify a variety of rules, laws, and authorities that keep people safe and property secure.</li> <li>Explain that democracy involves voting, majority rule, and setting rules.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify a few rules, laws, or authorities that keep people safe and property secure.</li> <li>Know democracy involves voting and setting rules.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Inconsistently identify a few rules, laws, or authorities that keep people safe and property secure.</li> <li>Unable to link democracy to voting.</li> </ul>

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**Civics**  
**Grade 5**

<b>Content Standard 1.0</b>	<b>Rules, Law, and Government:</b> <i>Students know why society needs rules, laws, and governments.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Give examples of the effect on society of the absence of laws.</li> <li>• Identify key ideas in the Constitution.</li> <li>• Identify key ideas in the Declaration of Independence.</li> <li>• Explain the process of representative democracy.</li> <li>• Explain the rights of political minorities.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe the effect on society of the absence of laws.</li> <li>• Identify the Constitution as the foundation of United States government.</li> <li>• Identify the Declaration of Independence as a foundation of United States government.</li> <li>• Define and give examples of representative democracy.</li> <li>• Identify the rights of political minorities.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify laws and explain why we have them.</li> <li>• Identify the Constitution as a document.</li> <li>• Identify the Declaration of Independence as a document.</li> <li>• Define or give examples of representative democracy.</li> <li>• Identify some of the rights of political minorities.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Limited understanding of the need for rules and laws.</li> <li>• Limited ability to differentiate the Constitution from other documents.</li> <li>• Cannot define or give examples of representative democracy.</li> <li>• Unable to identify the rights of political minorities.</li> </ul>

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**Civics**  
**Grade 8**

<b>Content Standard 1.0</b>	<b>Rules, Law, and Government:</b> <i>Students know why society needs rules, laws, and governments.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Define, compare, and contrast the rule of law and the rule of men by providing multiple examples.</li> <li>• Explain the main ideas of the Declaration of Independence and the United States Constitution as foundations of United States democracy.</li> <li>• List examples of the ways citizens can influence government with civic participation or become personally involved in civic activities.</li> <li>• Give examples of the enduring principles of the United States Constitution in contemporary United States society.</li> <li>• Give examples of both successful and unsuccessful amendments to the United States Constitution</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Define rule of law and rule of men.</li> <li>• Describe the significance of the Declaration of Independence and the United States Constitution as foundations of United States democracy.</li> <li>• Explain popular sovereignty and the need for citizen involvement at all levels of United States government.</li> <li>• Identify the enduring principles of the Constitution.</li> <li>• Explain how the Constitution can be formally amended.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define but cannot differentiate between the rule of law and the rule of man.</li> <li>• Describe the significance of the Declaration of Independence or the United States Constitution.</li> <li>• List examples of the ways citizens can participate in several levels of government.</li> <li>• Can identify the United States Constitution and that it can be amended.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to define or differentiate between the rule of law and the rule of man.</li> <li>• Cannot describe with clarity the significance of either the Declaration of Independence or the United States Constitution.</li> <li>• Unable to list examples of ways citizens can participate in government.</li> <li>• Unable to accurately identify the United States Constitution.</li> </ul>

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**Civics**  
**Grade 12**

<b>Content Standard 1.0</b>	<b>Rules, Law, and Government:</b> <i>Students know why society needs rules, laws, and governments.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the fundamental concepts of law embodied in the Constitution.</li> <li>Summarize the basic concepts incorporated into the Declaration of Independence, the Articles of Confederation, the Federalist Papers, and the Constitution.</li> <li>Analyze examples of the ways citizens can influence government with civic participation or become personally involved in civic activities.</li> <li>Identify and analyze how specific amendments and judicial rulings have changed the interpretation and application of the Constitution.</li> <li>Analyze the influences of historic law codes such as Magna Carta, Iroquis Nation, Greek and Roman law on United States documents.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Explain the concept of the rule of law in the establishment of the Constitution.</li> <li>Discuss the philosophical underpinnings of the founding documents of the United States, such as the Declaration of Independence, the Articles of Confederation, and the Constitution.</li> <li>Analyze the role of citizen participation in American civic life.</li> <li>Identify and explain changes in the interpretation and application of the Constitution.</li> <li>Describe historic influences such as the Magna Carta, Iroquis Nation, Greeks and Roman law on United States documents.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Differentiate between the rule of law and the rule of man.</li> <li>List the Declaration of Independence, the Articles of Confederation, and the Constitution as founding documents of the United States.</li> <li>List examples of the ways citizens can participate in all levels of American civic life.</li> <li>Explain how the Constitution can be formally amended.</li> <li>List some historic influences on United States documents.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Recognize the rule of law.</li> <li>List some of the founding documents of the United States, such as the Declaration of Independence, the Articles of Confederation, and the Constitution.</li> <li>List examples of the ways citizens can participate in several levels of American civic life.</li> <li>Can identify the Constitution and that it can be amended.</li> <li>List one historic influence on United States documents.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 3**

<b>Content Standard 2.0</b>	<b>The U.S. Government:</b> <i>Students know the United States Constitution and the government it creates.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Name the current president and vice president.</li></ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"><li>• Name the current president.</li></ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Name the current president, with teacher assistance.</li></ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"><li>• Cannot name the current president.</li></ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 5**

<b>Content Standard 2.0</b>	<b>The U.S. Government: <i>Students know the United States Constitution and the government it creates.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Explain the role of the three branches of government.</li> <li>• Identify a similarity and a difference between the two houses of the United States Congress.</li> <li>• Discuss the powers of the United States Congress such as power to tax, to declare war, and to impeach.</li> <li>• Identify the number of justices on the Supreme Court and name the Chief Justice.</li> <li>• Differentiate between criminal and civil trials.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the three branches of government.</li> <li>• Name the two houses of the United States Congress.</li> <li>• Identify the power of the United States Congress such as power to tax, to declare war, and to impeach.</li> <li>• Identify the Supreme Court as the highest court in the United States.</li> <li>• Define the term “trial” as related to the resolution of disputes.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify two of the three branches of government</li> <li>• State the number of houses in the United States Congress.</li> <li>• Identify a power of the United States Congress.</li> <li>• Recognize that there is a Supreme Court in the United States.</li> <li>• Recognize the term “trial,” but unable to define it with clarity.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify one of the three branches of government.</li> <li>• Recognize that there is a United States Congress.</li> <li>• No recognition that the United States Congress has power.</li> <li>• Recognize that there is a Supreme Court in the United States.</li> <li>• No recognition of the meaning of the term “trial.”</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 8**

<b>Content Standard 2.0</b>	<b>The U.S. Government:</b> <i>Students know the United States Constitution and the government it creates.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Apply the function of one or more of the three branches of government to a contemporary issue.</li> <li>• Identify the different responsibilities of the two houses of Congress.</li> <li>• Analyze the enumerated and implied powers of the United States Congress.</li> <li>• Explain the duties of the President.</li> <li>• Explain the ways the Supreme Court determines policy.</li> <li>• Relate the trial process to a current or important historic case.</li> <li>• Provide examples of checks that each branch has over the other branches.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Explain the function of the three branches of government (executive, legislative and judicial) as found in the Constitution.</li> <li>• Explain why the U.S. Congress is composed of two houses.</li> <li>• Discuss enumerated and implied powers of the United States Congress.</li> <li>• Describe the duties of the President, such as presenting a budget proposal.</li> <li>• List ways the Supreme Court determines policy.</li> <li>• Describe the trial process, including the selection and responsibilities of jurors.</li> <li>• Explain the system of checks and balances in the design of the Constitution.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Name the three branches of government of the United States and describe the function of one of them.</li> <li>• Explain the functions of two of the three branches of government of the United States.</li> <li>• Define the enumerated and implied powers of the United States Congress.</li> <li>• Name the duties of the President.</li> <li>• Name the two houses of the U.S. Congress.</li> <li>• List one way the Supreme Court determines policy.</li> <li>• Describe the trial process and the selection or responsibilities of jurors.</li> <li>• State that there are checks and balances, but are unable to clearly explain them.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Name the three branches of government of the United States.</li> <li>• State the number of houses in the U.S. Congress.</li> <li>• Name some enumerated and implied powers of the United States Congress.</li> <li>• Name some duties of the President.</li> <li>• Recognize that there is a Supreme Court.</li> <li>• Know that there is a trial process.</li> <li>• Fail to understand the checks and balances in the three branches of government.</li> </ul>



**Performance Level Descriptors**  
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**Grade 12**

<b>Content Standard 2.0</b>	<b>The U.S. Government: <i>Students know the United States Constitution and the government it creates.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze the organization of the United States Constitution and describe the structure it creates including the executive, legal, and judicial branches.</li> <li>Explain how a specific law was created through the legislative process.</li> <li>Analyze with specific examples the specific expansion of the United States government through the use of enumerated and implied powers.</li> <li>Explain how the duties of the executive branch have evolved throughout American history.</li> <li>Trace a case through the federal court system.</li> <li>Explain how judicial review has shaped the Supreme Court over time, starting with <i>Marbury v. Madison</i>.</li> <li>Present some criticism and suggested reforms of the jury system.</li> <li>Explain how inherent constitutional conflicts in the system of checks and balances has shifted power among the three branches of government.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Examine the organization of the United States Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.</li> <li>Describe the creation of laws through the legislative process.</li> <li>Analyze and give some examples of the expansion of United States government through the use of enumerated and implied powers.</li> <li>Describe the duties of the executive branch.</li> <li>Describe the jurisdiction of the federal court system.</li> <li>Explain judicial review (e.g., <i>Marbury v. Madison</i>).</li> <li>Explain the importance of the jury process in a democratic society.</li> <li>Analyze the effectiveness of checks and balances in maintaining the equal division of power.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the organization of the United States Constitution.</li> <li>Cite that the legislative branch creates laws.</li> <li>Give examples showing the expansion of the United States government through the use of enumerated and implied powers of United States government.</li> <li>List the duties of the executive branch.</li> <li>Define jurisdiction and/or judicial review</li> <li>Describe the trial process, including the selection and responsibilities of juries.</li> <li>Explain the system of checks and balances.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Unable to describe the organization of the United States Constitution.</li> <li>Know that we have laws.</li> <li>Know that the United States government has expanded through use of enumerated and implied powers.</li> <li>List some of the duties of the executive branch.</li> <li>Cannot define jurisdiction or judicial review.</li> <li>Describe the trial process and the selection or responsibilities of jurors.</li> <li>Define the term checks and balances.</li> </ul>

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**Grade 8**

<b>Content Standard 3.0</b>	<b>National and State Government:</b> <i>Students can explain the relationship between the states and national government.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Compare and contrast the powers of various governmental entities, such as local, state, and national governments.</li> <li>• Define and provide a contemporary example of federalism.</li> <li>• Provide contemporary or historic examples of how the supremacy clause of the Constitution defines the relationship between state and national governments.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Provide examples of governmental powers that are distributed between the state and national government (such as the power to tax, declare war, and issue drivers' licenses).</li> <li>• Define "federalism."</li> <li>• Explain how the supremacy clause of the Constitution defines the relationship between state and national governments.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Provide examples of governmental powers but do not distinguish between state and national governments.</li> <li>• Define "federalism," with teacher assistance.</li> <li>• Explain the supremacy clause of the Constitution.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to give examples of governmental powers.</li> <li>• Unable to define "federalism."</li> <li>• Unable to explain the supremacy clause of the Constitution.</li> </ul>

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<b>Content Standard 3.0</b>	<b>National and State Government:</b> <i>Students can explain the relationship between the states and national government.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Define and provide examples of delegated, reserved, and concurrent powers.</li> <li>• Analyze American federalism by citing court cases and congressional actions.</li> <li>• Analyze an example of the supremacy clause relating to a specific issue between state and national governments.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Explain the constitutional provisions for division of powers between state and national governments.</li> <li>• Provide contemporary examples of federalism.</li> <li>• Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Provide examples of distribution of governmental powers between the state and national governments.</li> <li>• Define federalism.</li> <li>• Explain how the supremacy clause of the Constitution defines the relationship between state and national governments.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Recognize that there is more than one level of government in the United States, but are unable to distinguish between them.</li> <li>• Cannot define federalism.</li> <li>• Explain, with teacher assistance, how the supremacy clause of the US Constitution defines the relationship between state and national governments.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 3**

<b>Content Standard 4.0</b>	<b>The Political Process:</b> <i>Students describe the roles of political parties, interest groups, and public opinion in the democratic process.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Provide an example of a social group.</li><li>• Explain why people form a group.</li></ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"><li>• Discuss why people form groups.</li></ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Identify that people form groups.</li></ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"><li>• Able to identify groups at school.</li></ul>

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**Civics**  
**Grade 5**

<b>Content Standard 4.0</b>	<b>The Political Process:</b> <i>Students describe the roles of political parties, interest groups, and public opinion in the democratic process.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Trace the career of a political leader and give examples of leadership qualities.</li> <li>Name political parties in addition to the two major parties.</li> <li>Explain how an interest group works to promote its goals.</li> <li>List and describe sources of information people use to form opinions.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>List the qualities of a leader.</li> <li>Name the two major political parties.</li> <li>Give examples of interest groups</li> <li>Identify sources of information people use to form an opinion.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Name a quality of a leader.</li> <li>Name a major political party.</li> <li>Give an example of an interest group.</li> <li>Identify one source of information used to form an opinion.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Identify a leader.</li> <li>Recognize that there is more than one political party, but are unable to name one.</li> <li>Unable to identify an interest group.</li> <li>Display limited knowledge of any sources that are used to form an opinion.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 8**

<b>Content Standard 4.0</b>	<b>The Political Process:</b> <i>Students describe the roles of political parties, interest groups, and public opinion in the democratic process.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe in detail the election process, such as primaries, political conventions, the electoral college, and campaign financing.</li> <li>Compare and contrast, with historical examples, the two major political parties, and describe the role of third parties.</li> <li>Analyze the impact of interest groups on the political process, giving specific examples.</li> <li>Provide specific examples of how the media can influence the outcome of a political campaign.</li> <li>Provide specific examples of propaganda and persuasion in political advertising and literature.</li> <li>Explain the process of development and implementation of one of the major public policies.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the election process.</li> <li>Provide examples of how political parties have changed.</li> <li>Identify the impact of interest groups on the political process.</li> <li>Identify the influence of the media in forming public opinion.</li> <li>Identify propaganda and persuasion in political advertising and literature.</li> <li>Provide examples of contemporary public issues that may require public solutions.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Able to give a partial description of the election process.</li> <li>Unable to accurately trace the development of the two-party system in the United States.</li> <li>Able to give examples of interest groups but unable to describe their impact.</li> <li>Describe with some inaccuracies the influence of the media in forming public opinion.</li> <li>Able to identify fact and opinion in political advertising and literature.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Describe with difficulty some aspect of the election process.</li> <li>Unable to trace the development of the two-party system in the United States.</li> <li>Describe an interest group.</li> <li>Identify sources of information people to use form opinions.</li> <li>Unable to distinguish between fact and opinion in political advertising and literature.</li> </ul>

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**Grade 12**

<b>Content Standard 4.0</b>	<b>The Political Process:</b> <i>Students describe the roles of political parties, interest groups, and public opinion in the democratic process.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Compare the process by which leaders are selected in the American political system with systems outside the United States.</li> <li>• Provide detailed examples where factions within political parties have affected the formation of public policy.</li> <li>• Compare the significance of interest groups in the political process of a democratic society with the significance of interest groups in other societies.</li> <li>• Project the logical effects of future technology on the process of political persuasion.</li> <li>• Compare and contrast propaganda in historic and current political communication.</li> <li>• Evaluate the process by which public policy is formed and carried out.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Assess the process by which leaders are selected in the United States political system and analyze the role of the electoral college system in the election of the president.</li> <li>• Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.</li> <li>• Evaluate the significance of interest groups in the political process of a democratic society.</li> <li>• Analyze the role that television and other media play in the process of political persuasion.</li> <li>• Evaluate propaganda in both historic and current political communications.</li> <li>• Describe the process by which public policy is formed and carried out.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe the process by which leaders are selected in the American political system.</li> <li>• Describe the role of the electoral college system in the election of the president.</li> <li>• Describe the roles and functions of factions within political parties.</li> <li>• Identify the roles of political parties in the formation of public policy.</li> <li>• Describe the significance of interest groups in the political process of a democratic society.</li> <li>• Describe the role that television and other media play in the process of political persuasion.</li> <li>• List examples of propaganda in both historic and current political communication.</li> <li>• Identify the process by which public policy is formed and carried out.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe, with some errors, the process by which leaders are selected in the American political system.</li> <li>• Describe, with some errors, the role of the electoral college system in the election of the president.</li> <li>• Describe, with some errors, the roles and functions of factions within a political party.</li> <li>• Describe, with some errors, the roles of political parties in the formation of public policy.</li> <li>• Describe, with some errors, the significance of interest groups in the political process of a democratic society.</li> <li>• Describe the role that television plays in the process of political persuasion.</li> <li>• Describe propaganda in historic or current political communication.</li> <li>• Identify, with some success, the process by which public policy is formed and carried out.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 2**

<b>Content Standard 5.0</b>	<b>Citizenship:</b> <i>Students know the roles, rights, and responsibilities of United States citizens, and the symbols of our country.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>List a variety of United States patriotic activities, holidays, and symbols and why they are important.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Name an United States patriotic activity, holiday, or symbol, such as the Fourth of July.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify, with teacher assistance, an United States patriotic activity, holiday, or symbol.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Unable to distinguish patriotic holidays from cultural or religious holidays.</li> </ul>

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**Grade 3**

<b>Content Standard 5.0</b>	<b>Citizenship:</b> <i>Students know the roles, rights, and responsibilities of United States citizens, and the symbols of our country.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Provide examples of an individual's rights within the classroom.</li> <li>Offer peaceful resolutions for conflicts in the school.</li> <li>List specific patriotic holidays and the reasons for their individual importance.</li> <li>Explain the meaning of the Pledge of Allegiance.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify an individual's rights within the classroom.</li> <li>Identify conflicts in the school.</li> <li>Explain why we have patriotic holidays.</li> <li>Recognize the Pledge of Allegiance.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify, with some confusion, an individual's rights within the classroom.</li> <li>Identify, with difficulty, conflicts in the classroom.</li> <li>List a few patriotic holidays.</li> <li>Recognize, inconsistently, the Pledge of Allegiance.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Unable to identify the individual's rights within the classroom.</li> <li>Unable to identify patriotic holidays.</li> <li>Unable to recognize the Pledge of Allegiance.</li> </ul>



**Performance Level Descriptors**  
**Civics**  
**Grade 5**

<b>Content Standard 5.0</b>	<b>Citizenship:</b> <i>Students know the roles, rights, and responsibilities of United States citizens, and the symbols of our country.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the rights, privileges, and responsibilities associated with United States citizenship.</li> <li>Describe several of the rights granted in the Bill of Rights.</li> <li>Identify a resolution to a conflict that respects individual rights and promotes the common good.</li> <li>Describe the symbolic and the historic importance of the Fourth of July and of the Pledge of Allegiance.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the difference between a natural born citizen and a naturalized citizen in the United States.</li> <li>Identify the Bill of Rights.</li> <li>Identify ways conflicts can be resolved in a peaceful manner that respects individual rights.</li> <li>Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify one way that citizenship can be acquired.</li> <li>List some specific rights of citizens.</li> <li>Identify, occasionally, ways conflicts can be resolved in a peaceful manner.</li> <li>Recognize the Fourth of July as a patriotic holiday.</li> <li>Recognize the Pledge of Allegiance.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Identify, with teacher assistance, how citizenship can be acquired.</li> <li>Identify any of the rights of citizens.</li> <li>Identify, with teacher assistance, peaceful resolution of conflicts.</li> <li>Recognize the Fourth of July as a holiday.</li> <li>Unable to recognize the Pledge of Allegiance.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 8**

<b>Content Standard 5.0</b>	<b>Citizenship:</b> <i>Students know the roles, rights, and responsibilities of United States citizens, and the symbols of our country.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Distinguish between rights and responsibilities associated with United States citizenship.</li> <li>• Explain symbols of the nation and how they represent its identity.</li> <li>• Contrast the rights of citizens in democratic and non-democratic societies.</li> <li>• Analyze issues of conflict resolution with respect to individual rights at school, in the community, and within the United States.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the rights, privileges, and responsibilities associated with United States citizenship including, but not limited to, voting, holding office, jury duty, or military, community, or public service.</li> <li>• Explain the significance of symbols and mottoes, such as: E Pluribus Unum, the National Anthem, the flag, the Pledge of Allegiance, the Statue of Liberty, and the Great Seal.</li> <li>• Explain the necessity of the Bill of Rights for a democratic society.</li> <li>• Identify examples of conflict resolution that respect individual rights at school, in the community, and within the United States.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the rights, privileges, and responsibilities associated with U.S. citizenship, with some omissions.</li> <li>• Identify some of the mottoes and symbols of the United States.</li> <li>• Identify some of the rights granted by the Bill of Rights.</li> <li>• Identify, with some errors, examples of conflict resolution at school, in the community, and within the United States.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to identify the rights, privileges, and responsibilities associated with U.S. citizenship.</li> <li>• Inconsistently identify mottoes and symbols of the United States.</li> <li>• Recognize that citizens have specific rights.</li> <li>• Unable to identify examples of conflict resolution at school, in the community, or within the United States.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 12**

<b>Content Standard 5.0</b>	<b>Citizenship:</b> <i>Students know the roles, rights, and responsibilities of United States citizens, and the symbols of our country.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the process by which rights of citizens may be restricted or revoked, citing specific examples.</li> <li>Explain the development of the Bill of Rights and its contemporary application, citing specific examples.</li> <li>Provide detailed examples of changes in the interpretation of the individual rights protected by the United States Constitution and its amendments.</li> <li>Identify examples of the use of compromise in the resolution of social, political, or economic conflicts.</li> <li>Interpret the role of the Supreme Court as guardian of individual rights by comparing and contrasting two or more landmark cases.</li> <li>Cite and analyze how specific symbols and documents of a nation represent its identity.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Examine the responsibilities and rights of citizens and how these rights may be restricted.</li> <li>Describe the development of the Bill of Rights and provide a contemporary application.</li> <li>Analyze the use of the United States Constitution and its amendments in protecting individual rights.</li> <li>Identify major conflicts in social, political, and economic life.</li> <li>Analyze the role of compromise in the resolution of conflicts.</li> <li>Describe the role of the U.S. Supreme Court as guardian of individual rights through the examination of landmark cases such as: <i>Brown v. Board of Education of Topeka</i>, <i>Gideon v. Wainwright</i>, <i>Miranda v. Arizona</i>, and <i>Tinker v. Des Moines Independent Community School District</i>.</li> <li>Explain how symbols and documents of a nation represent its identity.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the rights, privileges, and responsibilities associated with United States citizenship.</li> <li>Describe the development of the Bill of Rights.</li> <li>Identify the individual rights protected by the U.S. Constitution and its amendments.</li> <li>Identify, with some inconsistencies, major conflicts in social, political, and economic life.</li> <li>Demonstrate an incomplete understanding of the art of compromise.</li> <li>Identify the importance of one or more of the landmark cases.</li> <li>List a variety of symbols and documents of the United States.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Identify some of the rights granted by the Bill of Rights.</li> <li>Unable to identify the individual rights protected by the U.S. Constitution and its amendments.</li> <li>Unable to identify major conflicts in social, political, and economic life or understand the role of compromise in the resolution of these issues.</li> <li>Recognize that the U.S. Supreme Court plays a role in the protection of individual rights.</li> <li>Inconsistently identify symbols and documents of the United States.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 3**

<b>Content Standard 6.0</b>	<b>State and Local Governments:</b> <i>Students know the structure and functions of state, and local governments.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Name the current governor and another state official.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Name the current governor of Nevada.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Know the title but not the name of the current governor of Nevada.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Unable to name the title of the current leader of Nevada.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 5**

<b>Content Standard 6.0</b>	<b>State and Local Governments:</b> <i>Students know the structure and functions of state, and local governments.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Explain how and why local governments are created.</li> <li>Describe the functions of the three branches of state government.</li> <li>Describe the different types of courts.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Explain why local governments are created.</li> <li>Name the three branches of state government.</li> <li>Know the different types of courts.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Recognize that local governments exist, but have difficulty explaining why.</li> <li>Name two of the three branches of state government.</li> <li>Knows there are courts.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Cannot distinguish local government from state government.</li> <li>Cannot name any of the three branches of state government, even with teacher assistance.</li> <li>Unable to identify any kind of court.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 8**

<b>Content Standard 6.0</b>	<b>State and Local Governments:</b> <i>Students know the structure and functions of state, and local governments.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Compare and contrast the organization and purpose of state, local, and tribal governments.</li> <li>Compare and contrast the juvenile, civil, and criminal court systems.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the organization and purpose of state, local, and tribal governments.</li> <li>Describe the juvenile, civil, and criminal court systems.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Distinguish among state, local, and tribal governmental organizations or functions.</li> <li>Identify some elements of the juvenile, civil, and criminal court systems.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Unable to distinguish among state, local, and tribal governmental organizations or functions.</li> <li>Unable to identify more than one element of the juvenile, civil, and criminal court systems.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 12**

<b>Content Standard 6.0</b>	<b>State and Local Governments:</b> <i>Students know the structure and functions of state, and local governments.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Compare and contrast in detail the structure and function of state, local, and tribal governments.</li> <li>Demonstrate a fully developed understanding of the unique role of tribal governments within the United States.</li> <li>Compare and contrast in detail the structure of the Nevada and U.S. Constitutions.</li> <li>Compare and contrast, with detailed examples, local, state, tribal, and federal court systems.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Explain the structure and function of state and local governments.</li> <li>Describe the unique role of tribal governments within the United States.</li> <li>Compare and contrast the structure of the Nevada and U.S. Constitutions.</li> <li>Describe the differences between the local, state, and court systems.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Describe, with some errors, the structure and function of local, state, tribal, and national governments.</li> <li>Identify some elements of the unique role of tribal governments within the United States.</li> <li>Describe the structure of the Nevada Constitution.</li> <li>List some differences between the local, state, tribal, and federal court systems.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Display minimal knowledge of the structure and function of state and local governments.</li> <li>Unable to identify the unique role of tribal governments within the United States.</li> <li>Display minimal knowledge of the structure of the Nevada Constitution.</li> <li>Unable to list differences between the state and local court systems.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 5**

<b>Content Standard 7.0</b>	<b>Political and Economic Systems: <i>Students explain the different political and economic systems in the world.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify and describe the characteristics of a nation-state.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>List the characteristics of a nation-state, including: self-rule, territory, population, and an organized government.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>List some of the characteristics of a nation-state.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Unable to list the characteristics of a nation-state.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 8**

<b>Content Standard 7.0</b>	<b>Political and Economic Systems: <i>Students explain the different political and economic systems in the world.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Compare and contrast any two of the major political systems of the world.</li> <li>• Compare and contrast any two of the major economic systems of the world.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Define the world's major political systems, including: monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism.</li> <li>• Define the world's major economic systems, including: capitalism, mixed economy, socialism, and command economy.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• List characteristics of some of the world's major political systems.</li> <li>• List characteristics of some of the world's major economic systems.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• List characteristics of at least one major political system.</li> <li>• List characteristics of at least one of the major economic systems.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 12**

<b>Content Standard 7.0</b>	<b>Political and Economic Systems:</b> <i>Students explain the different political and economic systems in the world.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Compare and contrast the significant characteristics of the world's major political systems.</li> <li>• Evaluate with historical and contemporary examples the advantages and disadvantages of the major political systems.</li> <li>• Compare and contrast the major economic systems of the world, giving detailed examples.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Summarize and evaluate the significant characteristics of the world's major political systems, including: monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism.</li> <li>• Define and analyze the major economic systems of the world, including: capitalism, mixed economy, socialism, and command economy.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Summarize the world major political systems.</li> <li>• Define the major economic systems of the world.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to summarize the world's major political systems.</li> <li>• List some of the major economic systems of the world.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 2**

<b>Content Standard 8.0</b>	<b>International Relations:</b> <i>Students know the political and economic relationship of the United States and its citizens to other nations.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify their school, community, county, state, and country.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify their school and community.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify their school or their community.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to identify either their school or community.</li> </ul>



**Performance Level Descriptors**  
**Civics**  
**Grade 3**

<b>Content Standard 8.0</b>	<b>International Relations:</b> <i>Students know the political and economic relationship of the United States and its citizens to other nations.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Locate on a map their county, state, and country.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify their county, state, and country.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify county, state, and country, with teacher assistance.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Cannot identify county, state, or country, even with teacher assistance.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 5**

<b>Content Standard 8.0</b>	<b>International Relations:</b> <i>Students know the political and economic relationship of the United States and its citizens to other nations.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the countries bordering the United States and some ways in which the United States interacts with those countries.</li> <li>Describe and give specific examples of ways in which nations interact.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the countries bordering the United States.</li> <li>Explain ways in which nations interact.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify one of the countries bordering the United States.</li> <li>List some ways in which nations interact.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Cannot identify either of the countries bordering the United States.</li> <li>Unable to list any ways in which nations interact.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 8**

<b>Content Standard 8.0</b>	<b>International Relations:</b> <i>Students know the political and economic relationship of the United States and its citizens to other nations.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the relationship with one of the nations that plays a significant role in United States foreign policy.</li> <li>Define and give examples of foreign policy.</li> <li>Analyze ways in which nations interact diplomatically, such as through treaties, trade, humanitarian aid, and military force.</li> <li>Summarize the historical development of the United Nations.</li> <li>Compare and contrast the roles of nongovernmental organizations such as the World Bank, the International Red Cross, and the United Nations.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify nations that play a significant role in United States foreign policy.</li> <li>Define foreign policy.</li> <li>Describe ways in which nations interact diplomatically, such as through treaties, trade, humanitarian aid, and military force.</li> <li>Describe the purpose of the United Nations.</li> <li>List and describe the purposes of nongovernmental organizations, such as the World Bank, Amnesty National, and the International Red Cross.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Occasionally identify nations that play a significant role in United States foreign policy.</li> <li>Provide a basic definition of foreign policy.</li> <li>List some ways in which nations interact diplomatically, such as through treaties, trade, humanitarian aid, and military force.</li> <li>Identify at least one of the purposes of the United Nations.</li> <li>List and describe some of the purposes of nongovernmental organizations such as the World Bank and the International Red Cross.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Cannot identify nations that play a significant role in United States foreign policy.</li> <li>Unable to provide a definition of foreign policy.</li> <li>Cannot accurately state how nations interact diplomatically, such as through treaties, trade, humanitarian aid, and military force.</li> <li>Cannot identify any purpose of the United Nations.</li> <li>List some nongovernmental organizations such as the World Bank and the International Red Cross.</li> </ul>

**Performance Level Descriptors**  
**Civics**  
**Grade 12**

<b>Content Standard 8.0</b>	<b>International Relations:</b> <i>Students know the political and economic relationship of the United States and its citizens to other nations.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Debate the effectiveness of United States foreign policy; for example, global economy, international security, and humanitarian issues.</li> <li>• Take positions, using historical and contemporary examples, on the United States policies of isolationism versus intervention in world affairs.</li> <li>• Compare and contrast the methods used by international organizations and nongovernmental organizations in dealing with contemporary world issues.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify and analyze the effectiveness of United States foreign policy in dealing with international problems and concerns, including diplomacy, economic policy, humanitarian aid, and military intervention.</li> <li>• Analyze the conflict between the United States policies of isolationism versus intervention in world affairs.</li> <li>• Critique the role of international organizations, such as the United Nations, NATO, and nongovernmental organizations, in world affairs.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify major elements of United States foreign policy in dealing with international problems and concerns.</li> <li>• Cite examples of United States policies of isolationism or intervention in world affairs.</li> <li>• Describe the role of international organizations, such as the United Nations, NATO, and nongovernmental organizations, in world affairs.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify some elements of United States foreign policy.</li> <li>• Unable to identify the conflict of isolationism versus intervention in world affairs.</li> <li>• Can identify some international organizations, such as the United Nations, NATO, or non-governmental organizations.</li> </ul>